

DOCUMENT 3

Draft Standards of Quality and Effectiveness for Professional Teacher Induction Programs

This document has been reformatted for
distribution on the CCTC website.

**A Draft Document Released for Field Review in California by the
California Commission on Teacher Credentialing**

January 4, 2001

Induction Standards Task Force

<i>Name</i>	<i>Position</i>	<i>Affiliation</i>
Burns, Lana	BTSA Program Coordinator	San Ramon Valley Unified School District
Dodge, Cindy	Program Specialist Health Services	San Juan Unified School District
Ford, Theresa	Professional Development Consultant, BTSA Cluster 5	Downey Unified School District
Grant, Grace	Professor of Education	Dominican College
Heisinger, Karen	BTSA Program Director	Placer County Office of Education
Loughridge, Mikie	BTSA Program Director	Antelope Valley Union High School
Morales, Rose	Associate Professor of Teacher Education	California State University, Los Angeles
Mullin, Pam	Professional Development Consultant, BTSA Cluster 1	Sonoma County Office of Education
Nolte, Gina	Cluster Consultant, BTSA Cluster 4	Glendale Unified School District
Raney, Cheryl	Director Prevention & Student Services	Sacramento County Office of Education
Schindler, Bonnie	Resource Teacher, BTSA Program	San Diego Unified School District
Shinn, Barbara	BTSA Program Director	Sacramento County Office of Education
Waite, Athena	Special Education Program Coordinator	University of California, Riverside

Staff to Support the Task Force

Olebe, Margaret	Consultant	Professional Services
Morales, Juanita	Office Technician	Professional Services
Treiman, Jean	Consultant	California Department of Education

Draft Standards of Quality and Effectiveness for Professional Induction Programs

Table of Contents

Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

Standard 1:	Sponsorship, Administration, and Leadership.	1
Standard 2:	Resources.	2
Standard 3:	Professional Development Providers	3
Standard 4:	Evaluation	4
Standard 5:	Articulation with Professional Teacher Preparation Programs.	5
Standard 6:	Advice and Assistance.	6
Standard 7:	Collaboration	7
Standard 8:	Support Provider Selection and Assignment.	8
Standard 9:	Support Provider Professional Development.	9

Implementation Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

A: Program Design

Standard 10:	Program Design.	11
Standard 11:	Roles and Responsibilities of K-12 Schools.	13
Standard 12:	Professional Development Based on an Individual Induction Plan.	14
Standard 13:	Formative Assessment Systems	16

B: Teaching Curriculum To All Students in California Schools

Standard 14:	K-12 Core Academic Content and Subject Specific Pedagogy.	18
Standard 15:	Using Computer Based Technology to Support Student Learning.	20

C: Teaching All Students in California Schools

Standard 16:	Supporting Equity, Diversity and Access to the Core Curriculum	22
Standard 17:	Creating a Supportive and Healthy Environment for Student Learning .	23
Standard 18:	Teaching English Learners.	25
Standard 19:	Teaching Special Populations.	27

Draft Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

Standard 1: Sponsorship, Administration, and Leadership

The induction program is sponsored by one or more organizations that demonstrate a commitment to teacher induction. The program has qualified leaders who implement the program within an administrative structure that effectively manages and delivers support and formative assessment services to participating teachers.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 1: Sponsorship, Administration, and Leadership

- 1(a) The induction program sponsors demonstrate commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support program implementation. The program assigns personnel and material resources to each sponsoring organization in proportion to its level of effort and degree of responsibility.
- 1(b) The program has clearly specified roles and responsibilities for each participating sponsor with regard to program oversight and implementation; each sponsor designates a primary contact person for the program, and the sponsors establish a representative program leadership team.
- 1(c) The program leadership team demonstrates the depth of knowledge and understanding necessary to be able to implement an induction program. The team is knowledgeable about preliminary teacher preparation, induction, and ongoing professional development, and has a commitment to teacher education that spans organizational boundaries. The team actively participates in ongoing professional development, research, and related technical support activities.
- 1(d) The roles, responsibilities and time commitment of one or more qualified program leaders (hereinafter referred to throughout this document as the "program leaders") responsible for the overall direction of the program are stated in writing and are appropriate to the scope of the program. The program leaders have appropriate authority over the details of program design and implementation.

Standard 2: Resources

The induction program consistently allocates sufficient resources among program sponsors to enable the program to meet all program standards and deliver planned program components to all participating teachers. Program sponsors distribute resources in a manner consistent with the stated program rationale, design, and goals.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 2: Resources

- 2(a) The program allocations of time, material, fiscal, and personnel resources among collaborating partners ensure an appropriate distribution for supporting essential program components, as defined and described in the program design.
- 2(b) The program sponsors assign qualified personnel designated to lead and coordinate the program according to policy guidelines that establish a clear ratio of administrative support to numbers of participating teachers served.
- 2(c) The program sponsors assign support personnel to the induction program according to policy guidelines that establish appropriate levels of support in relation to the overall size of the program.
- 2(d) The program leaders access and coordinate existing professional development resources as appropriate to support participating teachers.
- 2(e) The program leaders monitor resource allocations on a regular basis, and make necessary adjustments.

Standard 3: Professional Development Providers

The induction program selects and evaluates professional development providers using well-defined criteria consistent with the providers' assigned responsibilities in the program. The selection process is planned and carefully implemented in order to select professional development providers who will build program capacity. Professional developers are well prepared to assume their responsibilities, so that their efforts are consistent with the program's design, rationale, and goals.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 3: Professional Development Providers

- 3(a) The roles and responsibilities of professional development providers are defined in writing, and procedures for making selection decisions are clearly stated and consistently followed.
- 3(b) Selection criteria are consistent with the professional development providers' specified roles and responsibilities, and include the following:
 - (i) Knowledge of state-adopted academic content standards for students; state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
 - (ii) Knowledge of teacher development and the research base that informs induction content and practices;
 - (iii) Experience in training, facilitation, and presentation;
 - (iv) Knowledge of group process and high quality professional development elements;
 - (v) Knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity;
 - (vi) Willingness to work collaboratively with others to create a collegial learning community;
 - (vii) Possession of effective interpersonal communication skills; and
 - (viii) Demonstrated commitment to personal professional growth and learning.
- 3(c) The program provides education and training for professional development providers who are training support providers or participating teachers. The program provides time for them to meet with each other to build and refine skills, and to problem-solve, assess, and reflect on their efforts and development as trainers.
- 3(d) The program regularly evaluates the performance of professional development providers, and retains/rehires individuals who are consistently effective. Consultants from outside the program are oriented to the program's context and confer with program leaders on how to provide an educational experience for all participants.

Standard 4: Evaluation

The induction program has a comprehensive system of formative program development and evaluation that addresses all standards, involves program participants and other stakeholders, and leads to substantive improvements. The program provides meaningful opportunities for professional practitioners and diverse community members to become involved in program revision, development and evaluation activities. Program sponsors participate in accountability processes designed to ensure quality and effectiveness of the program.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 4: Evaluation

- 4(a) Local program goals and the induction program standards form the basis for program evaluation.
- 4(b) Regularly-conducted program evaluations include information from multiple internal and external sources, such as participants, employers, collaborating partners, recent graduates, professional development providers, site administrators, and program staff.
- 4(c) The program regularly collects feedback about program quality and effectiveness from all participants, using both informal and formal measures. The program leaders analyze the data, share them with program sponsors and others in a systematic way, and use the data as a source for improving the induction program. At a minimum, the program leaders conduct an annual internal program evaluation.
- 4(d) The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of participating teachers form the basis for adjustments and improvements in the program design.
- 4(e) Program sponsors participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.

Standard 5: Articulation with Professional Teacher Preparation Programs

The induction program articulates with local professional teacher preparation programs and also collaborates regularly with local human resource professionals responsible for employing and assigning teachers. The program staff advises new hires on eligibility and program and professional credential requirements.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 5: Articulation from Preliminary to Professional Credential Programs

- 5(a) The program establishes specific linkages with local professional teacher preparation programs that prepare incoming participating teachers. The collaborating partners share knowledge and understandings of credential requirements as well as of professional development practices for teacher preparation for both preliminary and professional credentials.
- 5(b) The program leaders establish specific linkages with human resource and credential personnel in sponsoring organizations in order to identify eligible teachers and inform them of their professional credential requirements.
- 5(c) The program sponsors establish clear procedures for sending and receiving documents between professional teacher preparation programs and the induction program, including the results of the teaching performance assessment, if applicable. As part of these procedures, participating teachers are informed of their responsibility to accumulate evidence of reflective practice, to document all professional credential requirements, and, at the end of the program, to organize this evidence in support of their application for a professional teaching credential.
- 5(d) The program leaders inform all candidates of their eligibility for induction. Eligible candidates include those new to the profession who are teaching on preliminary credentials, those teaching on preliminary credentials who were prepared out of state and have less than five years experience, and those teaching on intern credentials.
- 5(e) At the point of hiring, the program partners inform all eligible teachers of their responsibility to enter an induction program within 120 days of the start of the initial teaching contract, and provide all eligible teachers with information about program requirements and expectations.
- 5(f) The program leader communicates with school district leaders and administrators regarding the nature and extent of challenging assignments that may jeopardize participating teachers' success or create the need for additional support services. These assignments may include combined classes, out-of-content field classes, multiple preparations, lack of assigned classroom, shared resources and facilities, and highly challenging students.

Standard 6: Advice and Assistance

The induction program staff advises participating teachers about their professional development and credential completion requirements. Adequate information about program and credential requirements is readily available to all participants. The induction program staff helps participating teachers who need special assistance, verifies participation of teachers, and recommends for professional credentials only those teachers who complete the induction program.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 6: Advice and Assistance

- 6(a) The program has a planned process to inform participating teachers about program and professional credential requirements within six weeks of entering the program.
- 6(b) The program staff has a planned process for verifying each eligible teacher's participation in the induction program, for providing feedback about each eligible teacher's level of participation during the program, for providing special assistance to those who need it, and for arriving at a professional credential recommendation for each participant.
- 6(c) The program has a planned process for advising participating teachers who are not suited to continue in the profession. This process includes reflective analysis of evidence that indicates poor teaching performance and a lack of progress toward a professional credential.
- 6(d) The program provides opportunities for extending induction to those participating teachers who do not complete the program during their initial two years of teaching. These extensions are offered according to stated program criteria at a participating teacher's request.
- 6(e) The program staff informs each participating teacher of his/her responsibility for accumulating evidence of professional growth in relation to the *California Standards for the Teaching Profession*, evidence of completion of an annual Individual Induction Plan, and documentation of completion of professional credential requirements.

Standard 7: Collaboration

The induction program is a collaborative partnership both within organizations and across organizational boundaries to develop a coherent, efficient, and effective program for participating teachers. Ongoing collaboration with preliminary teacher preparation programs and professional development organizations is evident. Roles, responsibilities, and relationships are clearly defined and well understood by the collaborating partners. Collaborating partners share resources as set out in collaborative agreements.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 7: Collaboration

- 7(a) The program is a collaboration of sponsoring organizations, including at least one K-12 school organization and one Institution of Higher Education (IHE). Other program sponsors may include local consortia, county offices of education, educational research firms, teacher organizations, subject matter projects, parent groups, community organizations, foundations, regional consortia, funded projects, and/or local businesses.
- 7(b) The program sponsors collaborate with the bargaining units representing the participating teachers.
- 7(c) The collaborating partners recognize and reward induction program leaders appropriately. Each program leader's participation in the collaboration is a significant part of his/her ongoing job responsibilities.
- 7(d) The induction program clearly defines in writing each collaborating partner's responsibilities for implementation of the program. Collaborating partners establish working relationships, coordinate their work, allocate resources appropriately, and are responsible to each other for program outcomes.
- 7(e) Formal linkages are established across the learning-to-teach continuum. Linkages are made between preliminary teacher preparation programs and induction programs; and between induction programs and ongoing individual professional growth planning. Open communication is established and maintained among the partners, who regularly seek formative feedback. The collaboration yields clear and coherent curricula for participating teachers across the continuum.

Standard 8: Support Provider Selection and Assignment

The induction program selects support providers for participating teachers, using explicit criteria that are consistent with assigned responsibilities in the program. Support providers are selected and assigned carefully, using a fair, well-articulated process that is monitored consistently. Support providers are assigned to participating teachers in a timely manner, taking pedagogical needs and local context into account.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 8: Support Provider Selection and Assignment

- 8(a) The roles and responsibilities of support providers are clearly defined in writing and communicated to all program participants.
- 8(b) Procedures for selection decisions are clearly defined in writing and consistently followed by program staff and collaborative partners, including the local bargaining unit.
- 8(c) Selection criteria are consistent with the support provider's specified roles and responsibilities and include the following:
 - (i) Knowledge of beginning teacher development;
 - (ii) Knowledge of the state-adopted academic content standards for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
 - (iii) Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;
 - (iv) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;
 - (v) Willingness to share instructional ideas and materials with participating teachers;
 - (vi) Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;
 - (vii) Effective interpersonal and communication skills;
 - (viii) Willingness to work collaboratively with a participating teacher;
 - (ix) Demonstrated commitment to personal professional growth and learning; and
 - (x) Willingness and ability to be an excellent professional role model.
- 8(d) Support providers are familiar with the state-adopted academic content standards for students, content specific pedagogy, state-adopted curriculum frameworks, and the specific needs of the student population taught by the participating teacher(s) to whom they are assigned.
- 8(e) The program leader considers input from the participating teacher in pairing the support provider with the participating teacher. Clear procedures are in place for reconsidering assignments in a timely manner when either the support provider or the participating teacher is dissatisfied with the pairing.

- 8(f) The program matches support providers with participating teachers taking into consideration credentials held; subject matter knowledge; orientation to learning; relevant experience; current assignments; and geographic proximity. Assignments of participating teacher to support provider are made in a timely way that allows the pair to begin working together when teaching begins.

Standard 9: Support Provider Professional Development

Each induction program provides preparation and professional development for support providers to train them for their work with participating teachers. Support providers are given opportunities to prepare for the roles they are assuming, to assess and reflect on their efforts, and to participate in ongoing professional development.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 9: Support Provider Professional Development

- 9(a) The program incorporates professional development for support providers when they initially assume their roles, and offers multiple, additional opportunities to acquire and enhance their knowledge and skills.
- 9(b) The program provides professional development for support providers including the development of the knowledge and skills needed to:
 - (i) Identify and respond to diverse needs of participating teachers;
 - (ii) Engage in reflective conversations about teaching practice;
 - (iii) Assist participating teachers in understanding the local context for teaching;
 - (iv) Formatively assess participating teachers on the *California Standards for the Teaching Profession* and in relation to the state-adopted academic content standards for students and state-adopted curriculum frameworks;
 - (v) Use the evidence from formative assessments fairly and equitably with participating teachers;
 - (vi) Use assessment evidence to develop individualized induction plans with participating teachers;
 - (vii) Discuss with participating teachers the requirements for completion of the program and procedures for obtaining a professional credential; and
 - (viii) Establish clear guidelines with site administrators and participating teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.
- 9(c) Program leaders provide professional development training for support providers in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessment with participating teachers.
- 9(d) Support providers have regularly scheduled time, supported by the program, to meet with each other to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.

Draft Implementation Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

A: Program Design

Standard 10: Program Design

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students. The induction program design, consistent with the program's stated rationale, has a sound theoretical and scholarly basis, is relevant to the contemporary conditions of schooling in California, and leads to a professional credential. It focuses on the *California Standards for the Teaching Profession*, state-adopted academic content standards for students, and state-adopted curriculum frameworks.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 10: Program Design

- 10(a) The program rationale articulates a clear understanding of teacher induction and describes how the selected design is responsive to local contexts, including local educational priorities and goals for student learning.
- 10(b) The program design is based upon a clearly defined set of learning outcomes for participants so that all of their students can meet or exceed the student content standards. Program goals and intended outcomes are reviewed and revised as necessary, based on formative program evaluation data.
- 10(c) The program design includes a planned process for advising participating teachers about their involvement in the induction program, for providing formative feedback about participants' progress toward completion of the program, and for arriving at a professional teaching credential recommendation for each participating teacher.
- 10(d) The program design provides opportunities for participating teachers to learn and demonstrate knowledge, understanding, and application of state-adopted academic content standards for students and of state-adopted curriculum frameworks at their assigned grade level(s).
- 10(e) The program design includes a coherent plan to provide systematic opportunities for participating teachers to learn and apply the principles, concepts and pedagogical practices for teaching English learners; for creating a healthy environment for student learning; for supporting equity, diversity, and access to the core curriculum; for teaching

special student populations; and for using computer technology to support student learning, as described in Category C.

- 10(f) The program design specifies criteria for individual teacher program participation and for the completion of professional teaching credential requirements, as well as a clearly specified process for making professional teaching credential recommendations. Participating teachers assemble evidence to demonstrate growth in relation to the *California Standards for the Teaching Profession* and the state-adopted academic content standards for students, evidence of completion of an annual Individual Induction Plan, and evidence to document their completion of the induction program. Program guidelines for making credential recommendations follow those established by the California Commission on Teacher Credentialing.
- 10(g) The program design describes how continuity occurs for participating teachers between their professional teacher preparation and their subsequent professional induction program, as well as between participants' induction activities and their ongoing individual professional growth plans.
- 10(h) The program maintain an individual and complete record of each teacher's program participation, including documenting progress towards completion of professional teaching credential requirements All records for each participating teacher are transportable, enabling teachers to move from one induction program to another.

Standard 11: Roles and Responsibilities of K–12 School Organizations

The induction program informs and includes school administrators and policy boards in the design, implementation, and ongoing evaluation of the induction program. K-12 school leaders set policies and take actions to promote the success of participating teachers through assignment practices that take participants' novice status into consideration, and by providing additional time and resources to teachers assigned to more challenging settings. School site administrators provide the structure and create a positive climate for the program's intensive support and formative assessment activities.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 11: Roles and Responsibilities of K–12 School Organizations

- 11(a) The induction program leaders clearly communicate the program's rationale, goals, and design to the school district leaders and administrators, school officials, bargaining units when present, and others responsible for employing, assigning, and supporting participating teachers.
- 11(b) When participating teachers are assigned to a challenging setting the K-12 school organization provides them with additional time and resources through the induction program.
- 11(c) The program provides professional development for site administrators in order for them to become familiar with the program components, formative assessment process, and development of the Individual Induction Plan. The content of this training will include, but is not limited to:
 - (i) Teacher preparation across the learning-to-teach continuum;
 - (ii) Beginning teacher development;
 - (iii) Identifying working conditions that optimize participating teachers' success;
 - (iv) Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments;
 - (v) Understanding the role of support providers in the induction process; and
 - (vi) Respecting the confidentiality between the support provider and participating teachers.
- 11(d) The program leaders work with site administrators to establish a culture of support within their school for the work to be done between the participating teacher and the support provider. Commitment from the site administrator will include, but is not limited to:
 - (i) Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures, and policies;
 - (ii) Introducing participating teachers to the staff, and including them in the school's learning community;
 - (iii) Helping to focus the learning community on the *California Standards for the Teaching Profession*;
 - (iv) Ensuring that site-level activities related to induction occur on a consistent basis, including the facilitation of participation in extended preparation and professional development activities by participating teachers and support providers; and
 - (v) Participating in program evaluation.

Standard 12: Professional Development Based on an Individual Induction Plan

Each induction program provides comprehensive, extended preparation and professional development for participating teachers designed to support their attainment of the *California Standards for the Teaching Profession* in relation to the state-adopted academic content standards for students and state-adopted curriculum frameworks. Professional growth is guided by the development and implementation of an annual Individual Induction Plan (IIP) and documented in the participants' professional teaching credential application. Professional development and extended preparation for participating teachers is characterized by an approach that integrates the process of individualized support and assistance from support providers with formal professional development offerings.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 12: Professional Development Based on an Individual Induction Plan

- 12(a) The program provides an array of professional development offerings for participating teachers that support their attainment of the knowledge and skills needed to meet the individual competencies for: teaching English learners; creating a healthy environment for student learning; supporting equity, diversity, and access to the core curriculum; teaching special student populations; and using computer technology to support student learning, as described in Category C.
- 12(b) Support providers assist participating teachers to develop and implement an Individual Induction Plan annually which considers their prior preparation, training and experience. Results of the teaching performance assessment (TPA) guide initial planning. CSTP-based formative assessment evidence guides the development, monitoring and ongoing revisions of subsequent Individual Induction Plans.
- 12(c) The Individual Induction Plan includes professional growth goals, outlines specific strategies for achieving those goals, including professional development activities and/or university courses; documents the participating teacher's progress in meeting the goals; and is monitored and revised at specified intervals as additional needs are identified.
- 12(d) Regular, on-going formal and informal meetings between support providers and participating teachers focus on the CSTP and the state-adopted K-12 academic content standards for students, and are structured to provide the individualized support needed by the participating teacher. These meetings are guided by four principles: learning about self, coming to understand and build relationships with students, coming to understand the work of teaching, and understanding the broad context of schooling.
- 12(e) The support provider and the participating teacher have sufficient time allocated by the program to work together so that participating teachers consider formative assessment evidence and develop planned, systematic opportunities to improve their teaching.

- 12(f) The program has clear guidelines, based on knowledge about learning to teach, for the ratio of support provided to participating teachers by support providers. This ratio applies to support providers who are full-time teachers, full-time released teachers, part-time teachers, or part-time released teachers.

Standard 13: Formative Assessment Systems for Participating Teachers

Each induction program's formative assessment system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve teaching, as measured by each of *The California Standards for the Teaching Profession* and in relation to the state-adopted academic content standards for students. The formative assessment system is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, and reflection together with a trained support provider about evidence, using specific criteria. Participating teachers direct the uses of formative assessment evidence generated from their teaching practice.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 13: Formative Assessment Systems

- 13(a) The program uses a formative assessment system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding, and applications of *The California Standards for the Teaching Profession* in the context of their teaching assignments.
- 13(b) The formative assessment system will assess at least monthly during the school year each participating teacher's classroom-based practice in relation to *The California Standards for the Teaching Profession (CSTP)* and to the state-adopted academic content standards for students. Assessment evidence is shared with each participating teacher in a timely manner.
- 13(c) The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate in relation to the *CSTP*. Multiple measures include observation, the process of inquiry, and analyzing student work products.
- 13(d) Within the assessment system, criteria identify multiple levels of teaching performance based on each element of the *CSTP* to formatively assess each participating teacher's growth and practice.
- 13(e) The program includes a process for developing and implementing an Individualized Induction Plan (IIP) for each participant, based on formative assessment evidence, to document the support, extended preparation, and professional growth of participating teachers. The IIP process begins with a review of results from the Teaching Performance Assessment, when available, and then is used to document professional growth activities. The IIP is informed by formative assessment information and completed during each induction year.
- 13(f) The formative assessment system is characterized by:
 - (i) Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the *CSTP*;

- (ii) *CSTP* element-specific criteria used to make professional judgments about teaching evidence;
 - (iii) Assessment evidence that includes both teacher work and student work and informs future practice; and
 - (iv) A reflective process based on the *CSTP* that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.
- 13(g) As directed by each participating teacher, formative assessment evidence may be presented as evidence for professional credential completion. Formative assessment results are used to guide professional development and are not appropriate for use by site administrators or others for the purpose of teacher evaluation or employment decisions.
- 13(h) The program implements a formal evaluation process to assess the effectiveness of the formative assessment system and to make improvements to the system and accompanying training.

B: Teaching Curriculum To All Students in California Schools

Standard 14: K-12 Core Academic Content and Subject Specific Pedagogy

Each participating teacher grows and improves in his/her ability to reflect on and apply *The California Standards for the Teaching Profession*, beyond what was demonstrated for the preliminary teaching credential. Each participating teacher also demonstrates knowledge of and ability to teach state-adopted academic content standards for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each participating teacher delivers content specific instruction that is consistent with the adopted curriculum and differentiated to address the specific academic learning needs of the students. Each participating teacher demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 14: K-12 Core Academic Content and Subject Specific Pedagogy

- 14(a) Formative assessments document each participating teacher's increased ability to teach students in a manner consistent with *The California Standards for the Teaching Profession* and beyond what was demonstrated for the preliminary credential.
- 14(b) Throughout the program each participating teacher learns more about and applies in daily instructional practice state-adopted academic content standards for students, and state-adopted curriculum frameworks at the appropriate grade level(s), through focused and individualized professional development.
- 14(c) Each participating teacher collaborates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learn, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.
- 14(d) Each participating teacher demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the instructional program in the selected curricular area(s).
- 14(e) Each participating teacher demonstrates the ability to plan and deliver standards-based, differentiated instruction to meet the individual and diverse learning needs of all students within the context of the teaching assignment.

- 14(f) Each participating teacher demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards for students.
- 14(g) Each participating teacher demonstrates the ability to work with diverse families and communities to communicate about students' progress and enhance learning opportunities for all students.
- 14(h) Each participating teacher takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.

Standard 15: Using Computer Based Technology to Support Student Learning

Each participating teacher builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning process. Each participating teacher is a fluent, critical user of technology to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each participating teacher makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each participating teacher integrates these technology-related tools into the educational experience of students, including those with special needs.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 15: Using Computer Based Technology to Support Student Learning

- 15(a) Each participating teacher communicates through a variety of electronic media (e.g., presentations incorporating images and sound, web pages, and portfolios).
- 15(b) Each participating teacher interacts and collaborates with others using computer-based collaborative tools (e.g., threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferencing).
- 15(c) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.
- 15(d) Each participating teacher optimizes lessons based upon the technological resources available in the classroom, school library media centers, computer labs, local and county facilities, and other locations.
- 15(e) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- 15(f) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments inside the classroom, as well as in library media centers or computer labs, that promote effective use of technology aligned with the curriculum.

- 15(g) Each participating teacher uses technology as a tool for assessing student learning and for providing feedback to students and their parents. He/she uses computer applications to manipulate and analyze data (e.g. create, use, and report from a database; create charts and reports from a spreadsheet).

C: Teaching All Students in California Schools

Standard 16: Supporting Equity, Diversity and Access to the Core Curriculum

Each participating teacher builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students and provide equitable access to the core curriculum. Each participating teacher designs and implements equitable opportunities that maximize student achievement and academic success, taking into account the implications of socioeconomic, linguistic, cognitive, racial, cultural, ethnic and gender diversity. Each participating teacher examines personal and institutional biases that can impact student learning outcomes and seeks to minimize their impact on students.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 16: Supporting Equity, Diversity and Access to the Core Curriculum

- 16(a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students in order to provide equality in access to the core curriculum, thereby leading to high achievement.
- 16(b) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- 16(c) Each participating teacher recognizes and minimizes bias in the classroom and creates an equitable learning environment that contributes to the physical, social, emotional, and intellectual safety of all students.
- 16(d) Each participating teacher examines his/her beliefs, attitudes, and expectations related to gender, and creates gender-fair learning environments.
- 16(e) Each participating teacher examines her/her beliefs, attitudes, and expectations related to diverse students, families, schools, and communities, and uses effective instructional strategies that support high expectations for academic performance for all students.
- 16(f) Each participating teacher assesses students' specific learning needs in order to plan and provide appropriate learning opportunities.

Standard 17: Creating a Supportive and Healthy Environment for Student Learning

Each participating teacher builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well-being. Each participating teacher understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each participating teacher demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each participating teacher demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each participating teacher knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 17: Creating a Supportive and Healthy Environment for Student Learning

- 17(a) Each participating teacher identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- 17(b) Each participating teacher implements accident prevention strategies within the classroom and the school site.
- 17(c) Each participating teacher uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- 17(d) Each participating teacher knows and can implement the school's crisis response plan; procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- 17(e) Each participating teacher demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Participating teachers know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families, such as health education, school nurses, health clerks, vision, hearing and dental clinics, nutrition and free lunch programs; speech therapy, psychological and counseling services, social workers, child welfare and attendance workers.

- 17(f) Within the context of the teaching assignment, each participating teacher uses appropriately the adopted health curriculum and knows how to evaluate and use instructional materials in health.
- 17(g) Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

Standard 18: Teaching English Learners

Each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 18: Teaching English Learners

- 18(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- 18(b) Each participating teacher demonstrates the skills and abilities to implement appropriate instruction in English Language Development, including teaching of reading, writing, speaking and listening skills, that logically progresses to the grade level reading/language arts program for English speakers.
- 18(c) Each participating teacher demonstrates the ability to use appropriately adopted instructional materials and strategies for English learners, based on students' assessed competencies in English and in their first language.
- 18(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- 18(e) Each participating teacher understands and knows how to interpret district-adopted assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

- 18(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that promote students' academic success and achievement.
- 18(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available for optimal learning.
- 18(h) Each participating teacher applies understandings of how cognitive and pedagogical factors and individual student needs affect first and second language development to planning and delivering appropriate instruction.
- 18(i) Each participating teacher draws on students' prior knowledge and experiences to develop appropriate and meaningful learning experiences, and provides an equitable learning environment that encourages students to express meaning in a variety of ways, including through the use of the first language and/or English.
- 18(j) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate with and understand parent, family, and community values and priorities.

Standard 19: Teaching Special Populations

Each participating teacher builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each participating teacher knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each participating teacher demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each participating teacher demonstrates the use of instructional strategies that ensure students with disabilities have access to the core curriculum. Each participating teacher demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 19: Teaching Special Populations

- 19(a) Each participating teacher demonstrates knowledge of comprehensive processes for identifying students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- 19(b) Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.
- 19(c) Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- 19(d) Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, technology, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- 19(e) Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it be to the next grade, school, or post-school environment.

- 19(f) Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.